

**Department of Languages, Literatures & Cultures**

**Spring 2016**

**Professor:** Dr. James Essegbey

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**Office hours:** Mondays & Wednesdays 3:00-3:50 (and by appointment)

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**SSA 4930 Section 0418/ LIN 4930 Section 0913/ LIN 6932 Section 02D8**

**Methods in language documentation**

**Time: 7<sup>th</sup> period (1:55 - 2:45)**

**Location: Documentation Lab**

**Course objectives**

David Nathan writes “language documentation, as a new field operating in a largely digital environment, can aspire to exploit all the capabilities of new technologies.” The aim of this course is to equip students with skills to exploit these technologies. Students will learn about choosing appropriate audio and video recording tools and how to get the best results from the ones they choose. They will also learn to process video and audio recording using ELAN, PRAAT and FLEx. Students will learn about metadata and preparing tests for archiving. They will learn about choosing from existing (nonlinguistic) stimuli and creating supplementary ones to address their specific research needs.

**Course Material:** The materials for the course are your class notes and articles and theses. The articles are all freely available to be downloaded from the web (check the URLs in your syllabus). The theses and some articles will be provided at the courses e-learning site in Canvas.

## Requirements

Final grading is based on an assignment, a test, a project work, and critical report on other projects. While the 4000-level students will do the project work in pairs, 6000-level students will do it alone. The breakdown is as follows:

Assignments	20pts
Test	40 pts
Project work	30
Critical report on project presentations	10

### Week 1: Jan 6 – 8 (INTRODUCTION)

Wednesday

- Introduction and review of syllabus and resources
- Time in the field (The Meaning and Use of Ideophones in Siwu, by Mark Dingemanse (pp 4-15)

Friday

- Himmelmann, Nikolaus. 2006. Language documentation: What is it and what is it good for? **(Canvas)**

### Week 2: Jan 11 – 15 (MULTIMODALITY)

Monday (Multimedia documentation)

- Visual mode of language documentation (Class notes)
- Video –A linguist’s view (A reply to David Nathan) By Patrick McConvell **(Canvas)**

Wednesday

- Multilingual, Multiperson, Multimedia: Linking Audio-Visual with Text Material in Language Documentation – Patrick McConvell (<http://www.paradisec.org.au/paper2.pdf>)
- Developing multimedia documentation by David Nathan **(Canvas)**

Friday (Ethics)

- Bown, Claire. 2008. Ethical field research (**Course Reserves in Canvas**)

**Week 3: Jan 18 – 22 (Audio)**

Monday (Martin Luther King Birthday)

- No classes

Wednesday

- Sound and unsound practices in documentary linguistics: towards an epistemology for audio. By David Nathan (**Canvas**)

Friday

- Sound Recording: microphones: by David Nathan (**Canvas**)  
Review of Marantz PMD670: Solid state of the art? By David Nathan (**Lan\_04 in Canvas**)

**Week 4: Jan 25 – 29 (VIDEO)**

Monday

- Cholin, Jochen. 2004. Video recording in the field. (**Canvas**)

Wednesday

- Video recording (class notes)

Friday

- Image and video compression fundamentals. In Video codec design: developing image and video compression systems by Iain E.G. Richardson (pp27-45) (**Course Reserves in Canvas**)
- Download and install [Handbrake](#)

**Week 5: Feb 1 - 5 (METADATA)**

Monday

- Reconceiving metadata: language documentation through thick and thin. By David Nathan  
([https://www.hrelp.org/events/workshops/eldp2008\\_6/resources/nathan-austin.pdf](https://www.hrelp.org/events/workshops/eldp2008_6/resources/nathan-austin.pdf))

Wednesday

- The ISLE Meta Data Initiative (IMDI)

Friday

- Practice metadata entry

### **Week 6: Feb 8 - 12 (ELAN & PRAAT)**

Monday

- Download ELAN (<https://tla.mpi.nl/tools/tla-tools/elan/download/>)
- Introduction: Short guide ELAN- Linguistic Annotator

Wednesday

- Transcription Mode (<http://ideophone.org/transcription-mode-in-elan/>)
- Download and install ELAN (<http://www.lat-mpi.eu/tools/elan/download>)

Friday

- Start work on Assignment 1
- Record Frog Story, upload it into ELAN, segment it and transcribe first 10 sentences
- ([https://www.phil-fak.uni-duesseldorf.de/fileadmin/Redaktion/Institute/Allgemeine\\_Sprachwissenschaft/Frogstory-2\\_01.pdf](https://www.phil-fak.uni-duesseldorf.de/fileadmin/Redaktion/Institute/Allgemeine_Sprachwissenschaft/Frogstory-2_01.pdf))

### **Week 7: Feb 15 – 19 (FLEx)**

Monday

- Introduction to FLEx
- The SIL FieldWorks Language Explorer Approach to Morphological Parsing by Bird and Simons  
**(Canvas)**

Wednesday

- FLEx (Lexicon & Interlinearization)

Friday (I am away) Assignment 1 continued

- Enter transcript of Frog story into FLEx

- Complete Assignment 1 and submit

**Week 8: Feb 22 – 16 (WORKING WITH ELAN AND FLEx, ORTHOGRAPHY)**

Monday

- Integrate ELAN with FLEx

Wednesday

- Integrate ELAN with FLEx (continued)
- Download PRAAT ([http://www.fon.hum.uva.nl/praat/download\\_win.html](http://www.fon.hum.uva.nl/praat/download_win.html))

Friday (today, the class meets in ANDERSON HALL ROOM 13)

- Thinking orthography for language community  
(Is this my language? Developing a writing system for an endangered-language community.” By Essegbey, James (**Canvas**))

**Week 9: Feb 29 – Mar 4 (SPRING BREAK)**

No classes

**Week 10: Mar 7 – 11 (ARCHIVING)**

Monday

- Digital archives: essential elements in the workflow for endangered languages documentation by David Nathan (**Canvas**)

Wednesday

- Archiving challenges
- Evolving challenges in archiving and data infrastructures, by Daan Broeder, Han Sloetjes, Paul Trilsbeek, Dieter van Uytvanck, Menzo Windhouwer and Peter Wittenburg (**Canvas**)

Friday

- Investigating some archives

- Assignment 2. Spend 20 minutes at each of the following archives (Endangered Languages Documentation Archive (SOAS) and The Language Archive (Max-Planck Institute, Nijmegen) and write a one-page report on your experience.

### **Week 10: Mar 7 –11 SPACE**

Monday

- Language of space
- Levinson, Stephen (2003): Spatial Language
- [http://pubman.mpg.de/pubman/item/escidoc:59860:2/component/escidoc:59861/Levinson\\_2003\\_spatial.pdf](http://pubman.mpg.de/pubman/item/escidoc:59860:2/component/escidoc:59861/Levinson_2003_spatial.pdf)

Wednesday

- Picture book elicitation: <http://fieldmanuals.mpi.nl/volumes/1992/bowped/>

Friday

- Video elicitation: <http://fieldmanuals.mpi.nl/volumes/2004/put-project/>

### **Week 11: Mar 14 – 18 GESTURE (WHY DOCUMENTATION SHOULD BE MULTIMODAL)**

Monday

- *Gesture: Visible action as utterance*; Cambridge: Cambridge University Press, ix, 400 p. **(Course Reserves in Canvas)**

Wednesday

- Different cultures with their gestures
- Wilkins, D. P. (2003). 'Why pointing with the index finger is not a universal (in socio-cultural and semiotic terms)', in S. Kita (ed.), *Pointing: Where language, culture, and cognition meet*; Mahwah, NJ: Erlbaum, 171-215. **(Course Reserves in Canvas)**

Friday (I am away)

- Finish Assignment 2 and submit it at the course website

### **Week 12: Mar 21 – 25 IDEOHPONES**

Monday

- Ideophones (The Meaning and Use of Ideophones in Siwu by Mark Dingemans) (<http://thesis.ideophone.org/pp> 19-56)

Wednesday

- Touch and sound elicitation

Friday

- Review

**Week 13: Mar 28 – Apr 1** PROJECT WORK AND TEST

Wednesday Test

Friday Test

**Week 14: Apr 4 – 8** PROJECT WORK

**Week 15: Apr 11 – 15** PROJECT WORK & PRESENTATIONS

**Week 16: Apr 18 – 20** PRESENTATIONS

### Assignments

Students will submit two assignments each of which will fetch 10 points, making a total of 20 points. The first will involve recording a frog story elicitation which will be narrated in English, entering it into ELAN, and transcribing it. The second assignment involves exploring two archives and writing a one-page report on students' experience. The report should be single-spaced in New Times Room 12.

### Test

There will be a written test which will cover topics covered from January to March 21.

### Project work

Students will choose from existing stimuli or design one specifically suited to a research objective. They will elicit 10 minutes of data in a language other than English which will be video and audio recorded. The video recording will be exported into ELAN, time aligned and THE FIRST TWO MINUTES TRANSCRIBED. The transcribed part will be exported from ELAN into FLEx and provided with morphemic glossing. 20 key words in the text will be entered into the FLEx database with their translation. Students

will have 30 minutes to present the project in class from the choice or design of the stimuli to data elicitation. The presentation will include the video which they recorded. The rest of the class will have 20 minutes to ask about and comment on each presentation.

The breakdown of grading for the project is as follows:

Appropriateness of stimuli	= 5
Quality of video	= 5
Clarity of audio	= 5
Document in ELAN and FLEx	=10
20 words in FLEx	= 5

Critical Report on project presentation

Students will listen to the group presentations of their peers and submit a critical report on appropriate choice of stimuli, quality of video recording and clarity of audio. Students need to submit the report on all the group presentations in order to get the full 10 points.

### **Grading Scale**

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 (B); 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will not be issued under any circumstance.

### **Grading Policy**

Information on current UF grading policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Students with disabilities**



The University of Florida provides high-quality services to students with disabilities, and you are encouraged to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (352-392-8565), and 2) Bring a letter to the instructor from Disability Resources indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

### **Honor/Conduct Code**

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will be sanctioned.